DOCUMENT RESUME

ED 121 680 SO 009 069

TITLE	Observing Political Systems, Mastery Test: Political Systems, Unit One. Comparing Political Experiences, Experiemntal Edition.
INSTITUTION	American Political Science Association, Washington, D.C.; National Evaluation Systems, Inc., Amherst, Mass.; Social Studies Development Center, Bloomington, Ind.
SPONS AGENCY	National Science Foundation, Washington, D.C.
PUB DATE	75
NOTE	15p.; For related documents, see ED 120 056-057 and SO 009 070-076
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS	American Government (Course); Civics; Grade 12; *Multiple Choice Tests; *Political Science; Politics; Secondary Education; Social Studies; *Student Evaluation; *Systems Concepts; *Tests
IDENTIFIERS	*Comparing Political Experiences; High School Political Science Curriculum Project

ABSTRACT

This mastery test is designed to accompany unit 1 of the first-semester 12th-grade "Comparing Political Experiences" course. The 21-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of political activities, political participant roles, political observer roles, and political system concepts including maintenance, change, and political development. It should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible improvement of the student materials. (DE)

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Comparing Political Experiences

Observing Political Systems

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ED121680

Unit 1 Mastery Test

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For CPE
High School Political Science Curriculum Project
Social Studies Development Center
Indiana University

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SO 009 069

Directions

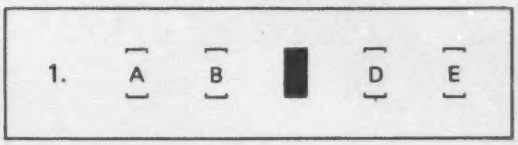
The test you are about to take has 21 multiple choice questions. Read each question carefully and select an answer choice. You should record your choice by blackening the small space containing the letter corresponding to your answer.

Your answer sheet will be scored by a machine. Therefore, please make your marks dark and only in the answer spaces you select. Look at the sample question below and see how the answer is recorded in the sample answer box.

SAMPLE QUESTION

1. The opposite of UP is:
   - A. over
   - B. beside
   - C. down
   - D. inside

SAMPLE ANSWER BOX



REMEMBER:

1. Use a pencil only (No. 2 lead is best).
2. Use only the answer spaces A, B, C and D. There are NO questions with an "E" choice.
3. If you wish to change an answer, erase the unwanted mark completely.
4. Answer all questions and be sure you have marked your choice correctly. Mark ALL answers on your answer sheet.
5. DO NOT write in your test booklet and do not make stray marks on your answer sheet.
6. DO NOT add to or change the information at the top of the answer sheet. This space is for computer use only.
7. Good luck and take your time.

COMPARING POLITICAL EXPERIENCES is a two-semester high school course developed by the High School Political Science Curriculum Project, under the sponsorship of the American Political Science Association's Committee on Pre-Collegiate Education. The project is supported by funds provided by the National Science Foundation. National Evaluation Systems, Inc., is the evaluation agency responsible for test development.

1. What are the main parts of any political system, according to the POLITICAL SYSTEMS model?

A. leadership, participation, and communication

B. decision-making, change, and resources

C. resources, activities, and experiences

D. status, influence, and authority

2. Below are comments made by two students about politics in the United States. Identify the student who uses a COALITIONAL SYSTEMS model to describe political life.

> Nick: At national party conventions, a candidate wins the nomination by getting a majority of the delegates' votes. Since the delegates from a state often vote together as a "bloc," there is much bargaining between leaders of state delegations to try to get sympathetic delegations to swing their votes in favor of certain candidates. One state delegation cannot control the outcome by itself.

> Nicole: The President of the United States appoints a cabinet, whose members are responsible for managing aspects of government. The President calls on them to provide him with information and advice on policy matters. The President always considers carefully their advice before making his decisions.

Which student uses a COALITIONAL SYSTEMS model to describe politics in the United States?

A. Nick

B. Nicole

C. both Nick and Nicole

D. neither Nick nor Nicole

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3. All of the following are important parts of making a sound comparison EXCEPT:

A. making sure that the things you are comparing are really comparable.

B. identifying whether the comparison applies to all political situations.

C. determining the significance of the comparison.

D. identifying concepts on which you can base your comparison.

4. Look for an OBSERVER role in the situation below.

> The group had gotten together to decide what would be the most effective way to protest the new tax on gasoline. Pete suggested a demonstration in front of the White House. Ellen thought the group was too small to be effective. While listening to the discussion carefully, she also thought about a plan for attracting more people to the next meeting.

Which of the following statements is true about OBSERVER roles in this situation?

A. Pete performed an observer role well because he made a useful suggestion.

B. Pete performed an observer role poorly because he did not give reasons for his position.

C. Ellen performed an observer role well because she had plans for making the group more effective.

D. Ellen performed an observer role poorly because she didn't argue for adopting her plan.

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5. Identify the political experience in the situation below.

> In 4920 BC, the Arck tribe killed their prey by strangling them. Only a few tribespersons had the ability to hunt successfully, since they had to be very strong. Lurch, their revered leader who made all important decisions for the tribe, singled out the tribespersons who brought home the best meat. He instructed the tribe to give them special honor and respect.
>
> In 4900 BC, the tribe had discovered that animals could be killed at a distance by hurling rocks at them. Almost every tribesperson was able to take part in the hunt and bring home meat. The tribe was still run the same way as before, with Lurch still selecting outstanding members. But now these honors went to those tribespersons who were the best cooks.

Which of the following statements is true about the political experience in this situation?

A. It is an example of maintenance because Lurch is still the leader of the tribe and the system works the same way.

B. It is an example of development because there is wider participation in the important activities of the tribe.

C. It is an example of change because although the system works in the same way, resources are more widely distributed.

D. It is an example of conflict because a lot of tribespersons are competing for honor and respect.

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6. Which of the following statements accurately describes the greatest benefit of doing observation through an observation record?

A. An observation record allows you to remember what you see.

B. An observation record allows more than one person to look for similar things in a political situation.

C. An observation record allows you to take careful notes of everything that is said in a meeting.

D. An observation record allows you to get a large quantity of information about what occurs in a system.

7. Look for indications that the following describes a SYSTEM.

> A group of students went mountain climbing last weekend. Mr. Topside was the leader because he was the one who was most skilled at climbing. Everyone relied on him to give them advice and helpful directions. Their goal was to reach the top before nightfall. At the last hurdle the group disagreed about the best way to proceed. Alex settled the issue when he said, "Because Mr. Topside knows most about this, we should let his opinion influence our decision." The group agreed that this was generally the best policy.

Which of the following ideas can be related as a SYSTEM to describe this situation?

A. students, climbing, and advice

B. disagreement, skill, and solution

C. skill, leadership, and influence

D. argument, decision, and goal

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8. One difference between the political experiences of CHANGE and CONFLICT is:

A. in a change experience the resource and activity patterns have changed, but these patterns remain the same in a conflict experience.

B. the system operates differently as a result of a change experience, but continues to operate in the same way in a conflict experience.

C. the system continues to operate in the same way in a change experience, but operates differently as a result of a conflict experience.

D. the resource and activity patterns remain the same in a change experience, but change in a conflict experience.

9. Which of the following is the best description of influence in a coalitional political system?

A. Influence is based on rank. To achieve its goals, a group must be efficiently organized so that each member knows who he or she is responsible to.

B. The leaders do not need to compromise to get what they want. They have control over decision-making in the group.

C. Influence is based on the ability to bargain. To achieve its goals, each group must be willing to give a little to gain another group's cooperation.

D. Each member has as much influence on all decisions as any other member. The group must serve the interests of all of its members.

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10. Below are comments made by students about the presidential election in 1972. Identify the student who uses a COALITIONAL SYSTEMS model to describe the situation.

> Aaron: Wallace was unable to get the Democrats to compromise their political platform, so he encouraged his supporters to vote for Nixon. Nixon won a majority because he worked to get the votes of both the Republican regulars and the Wallace people.

> Susie: Nixon won the election because he was the President at the time and used his power to control public opinion. He was able to discredit newsmen who were critical of him, and he pressured important politicians to support him.

Which student uses a COALITIONAL SYSTEMS model to describe the election?

A. Aaron

B. Susie

C. both Aaron and Susie

D. neither Aaron nor Susie

11. Which of the following statements describes a feature of any system?

A. Any system includes inputs and outputs which are related in time.

B. In any system, relationships between parts of the system imply other relationships.

C. In any system, there are feedback loops which are interrelated.

D. Any system is made up of a series of complex relationships.

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12. Look for an OBSERVER role in the situation below.

> The teachers' meeting for planning the social studies curriculum went on for over two hours. The principal told the teachers, "This is your chance to be creative and come up with ideas for making social studies exciting." Mrs. Farley, who taught in another school, had been invited to the meeting to report on the social studies program in her school. Mr. Hanson was bored by the meeting and could hardly wait until it was over. He was thinking about watching the football game that evening.

Which of the following statements is true about OBSERVER roles in this situation?

A. Mr. Hanson performed an observer role poorly since he did not listen carefully to the discussion.

B. Mr. Hanson performed an observer role poorly since he did not speak out at the meeting.

C. Mrs. Farley performed an observer role well because she was an outsider in the group.

D. The principal performed an observer role well because he was interested in seeing the teachers plan an exciting program.

13. Which of the following is the best description of resources and decision-making in a coalitional political system?

A. Each group has something of value to another group. They use their resources wisely to make deals with other groups and get a majority to vote for their position.

B. All members in the system have a say in the decisions. Since no one has more resources than anyone else, a decision cannot be made if even one person disagrees.

C. Each group has a share of resources and decision-making power according to their status in the system. The person at the top has the most authority.

D. Decisions are made by a minority of people in the system. These decision-makers have almost all of the resources in the system, so they have almost complete control.

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14. Identify the political experience in the situation below.

> Jody started the rock group, No Name, in 1968. Besides playing the drums, she managed the band and wrote all their songs. Most of the group went along with whatever Jody decided.
>
> By 1974, Jody had less time to devote to the group. She could only write some of the songs and needed help with managing their schedule. All members of the group were sharing writing and managing tasks. Everyone had to agree before decisions were made. Everyone liked the new way the group operated.

Which of the following statements is true about the political experience in this situation?

A. It is an example of conflict because there was a contradiction between the way activities were carried out in the two different years.

B. It is an example of change because the group operated differently in 1974.

C. It is an example of maintenance because, even though the system operated differently, the resources were still retained only by group members.

D. It is an example of development because all of the changes in group activities worked in the same direction to make the group operate differently.

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15. Four people want to know about the pattern of communication in the Town Meeting. Which person performs systematic observation to get this information?

A. Ozzie writes a list of questions which would help him to focus on communication activities. At the meeting, he records examples only of behaviors which fit into the categories he has listed.

B. Harriet decides that she doesn't know much about communication, so she trusts her intuition to determine what is important during the meeting. She listens carefully and records things accurately.

C. David wants to be sure that he gets all of the information that is relevant to the problem. He records everything that is said in the meeting in summary form, so he can analyze it later to answer the question.

D. Ricky listens carefully to the proceedings of the meeting. He thinks note-taking during observation makes him lose concentration, so he records his impressions after the meeting.

16. Look for an OBSERVER role in the situation below.

> By putting an ad in the paper, Jason organized 10 people to form an encounter group. He opened the discussion by asking if the group should have a leader. He said he personally thought they would do better without one. Jeff said that since he was a teacher, he could probably be a good leader for the group. Julie replied, "We're not students so we don't need a teacher." Trilby wasn't sure what to think and she planned to get suggestions from friends who had experience in encounter groups.

Who performs an OBSERVER role in this situation?

A. Jason

B. Jeff

C. Trilby

D. Julie

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17. Which of the following is a meaningful statement of comparison?

A. Harold Wynne is a mayor and Joe O'Meara is a businessman.

B. Democrats have more influence in Chicago politics than the Republicans do.

C. There are 50 states in the United States and there are two senators from Indiana in Congress.

D. A citizen must be more than 18 years of age to vote in national elections.

18. Below are comments made by students about politics in the United States Congress. Identify the student who uses a COALITIONAL SYSTEMS model to describe political life.

> Eva: The President's views on law-making are what really count, since the presidency is the most powerful office in the government. The President has the power to influence Congress to pass any bill he wants.

> Jim: It's hard to get a majority vote on many issues. A lot of bargaining goes on between members of Congress from different parties to build majority support for a bill.

Which student uses a COALITIONAL SYSTEMS model to describe politics in the United States Congress?

A. Eva

B. Jim

C. both Eva and Jim

D. neither Eva nor Jim

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19. Look for indications that the following describes a SYSTEM.

> A fierce monopoly game was being played in the game room. On Jack's turn, he acquired Broadway and Park Place to add to his list of properties. This clearly increased his chances of winning the game. Jill, however, was a strong contender because she was piling up money in her private bank. She and Jack were battling for control. Jack needed more cash and Jill needed more properties. The others did not have enough resources to compete with them. But Jill was being a better sport than Jack about the whole thing. "After all," she said, "even though we both want to win, we should also have fun while we're at it."

Which of the following statements is the best example of how two or more ideas can be related as a SYSTEM to describe this situation?

A. In playing a game, sportsmanship is what counts.

B. Jack needed more cash and Jill needed more property.

C. Jill is a good sport and Jack is not.

D. The person with the most wealth and property is most likely to succeed in the game.

20. Which of the following is a meaningful statement of comparison?

A. John Henry is the chairman of People for Peace and the group has been very effective.

B. Iowa is an agricultural state and New Jersey is an industrial state.

C. There is usually a lot of social unrest when unemployment is high.

D. Senator Hornsworth has more authority in the committee than Senator Ford.

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21. Alphonse wanted to know who had the most influence on the Fearless Flying Committee. He figured that the best way was to investigate without any preconceived ideas, so he decided to just walk in and observe the committee in action. This way he could get first-hand information. He carefully took accurate and complete notes about everything said or done that seemed important in the meeting. Then when he drew his conclusions, he didn't have to rely on his own or anyone else's memory.

Did Alphonse perform systematic observation in this situation?

A. Yes, because he was careful to record the activities that he observed so that he could use the record to make a decision later.

B. Yes, because he avoided pre-judging the situation and insured that his decision was made with an open mind.

C. No, because he did not observe the committee in action at more than one point in time.

D. No, because he did not decide beforehand what kinds of things to look for in the situation so that someone else could duplicate his observations.

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